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International Student Orientation: Engagement Practices

at Johnson and Wales University

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PIM74

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Sarah Habtemariam
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Abstract

Johnson and Wales University (JWU) is a four-year private institution located in Providence, Rhode Island. This project is a course-linked capstone that will employ qualitative research techniques to evaluate international student orientation processes. This capstone will connect theory, concepts, and applications from my coursework completed at the SIT Graduate Institute such as foundations, youth programming, international education design and delivery, design concepts and evaluation. The purpose of this project is to design an international student orientation for the fall 2017 to support smooth integration into the campus community and foster student engagement practices.

This proposal will include a customized international student orientation program, evaluation and assessment, health and safety plan, staffing and logistics plan, a marketing and recruitment plan, and a budget. One key feature of the orientation includes a mandatory workshop on cultural adaptation to help students acclimate to the campus culture and academics at JWU. Orientation programs at local institutions were reviewed. Specifically, staff from JWU were interviewed to learn more about what they find most important in designing international orientation programs. Evaluation data from prior orientation programs was also analyzed.

Engaging international students is critical in designing and implementing international student orientations. An extensive review of literature on international student orientation and student engagement practices was done utilizing library databases and international education scholarly resources. What made this research possible is my practicum at JWU International Student Services Office (ISSO). The topic of student engagement and international orientation became an interest because of my work in co-
advising the Global Citizen program. This is a student run program that provides leadership and mentor opportunities for students throughout the school year.

**Introduction**

Zong and Batlalova (2016) state, “although the U.S. share of the worldwide international student population has decreased in recent years, from 23 percent in 2000 to 19 percent in 2013, the number of international students enrolled in U.S colleges and universities has grown.” There are currently 1,340 international students at JWU, a figure that is set to rise in fall 2017 (See appendix A). According to JWU’s student enrollment data, incoming international students are most represented from Asia, South America, Europe, Central America, and Africa. It is critically important to provide support and opportunities for educational engagement for international student orientations.

International student orientation programs are essential to student success in higher education. Whether it is a students' first or second time in the United States, it is important to have methods in place to support their transition. Orientations are the start of the students’ education and professional development in the United States. Education systems are different in places outside the United States. Orientations help students learn to explore their campus communities. International students should be prepared to learn about the United States academic system through advising and registration. International students are coming to a new place, completely different from where they are from, and away from their families. Orientation provides an avenue for students to meet students, make friends and expand their professional networks. Orientation is often the start of a student’s education and professional development.
Guawardena and Wilson (2012) note the lack of research on international students is striking. Their reasons for this observation include the fact that international student cohorts have so long been treated as one homogenous group. Unique cultural backgrounds and histories are not honored by this approach. Secondly, research on international student experiences has been dominated by quantitative research, which does not allow for further exploration of newer viewpoints or perceptions on this topic.

Global Citizenship is an integral component of JWU’s educational design. JWU wants its students to expand their mindsets to incorporate different thinking and ways of life. JWU would not be what it is today without the JWU Global International Center. Comprised of three interrelated components, JWU Global International Center is the International Student Services Office, Study Abroad, and student financial and academic services. These offices run autonomously. The ISSO specifically assists students with immigration matters, fostering inclusivity, and promoting cultural programming.

JWU provides all students with credit-based opportunities to study abroad. JWU also connects students to the Bridge, which is an office that supports the exchange of dialogue, engagement, social/cultural activities, and education programs. JWU also offers student financial and academic services support, student registration, advising, and financial advising.

According to JWU’s mission, the University is formulated by the guiding principles of teaching, career, academic support, and experiential learning. Like Kubow and Fossom (2007), discuss in the purposes of education, JWU fits a structural functionalist model where education is based on acquiring skills and knowledge that will prepare students for the upcoming workforce. In my role as intern of the ISSO, a lot of
time has been spent volunteering in the international student orientation and educational programming. Due to the close connection to full-time staff, permission from the Director of the ISSO was given to reorganize the orientation to create a more efficient program that better engages international students. My position is currently based in the Downcity office that mainly services undergraduate, English as a second language, and J-1 exchange students. Being the intern in this office has given me the privilege of working with the Global Citizen student run program, and given me first-hand knowledge of the life of international students at the university.

**Theoretical Foundations**

Two theories will be used as a part of this research. First is Malcolm Knowles Adult Learning Theory. At JWU there are international students from all around the world. For many, it is their first college experience or they are a transfer student with some education. According to Knowles, it is essential that adult students understand why things are important in their life and education (Miroballi 2010). They must also be able to apply what they know to their life situations. Without understanding the type of students they will not engage properly creating a poor college experience. This theory will be applied in designing a customized fall international student orientation.

There are four guiding principles of adult learning. It is extremely important that adults play an integral part in planning and evaluation of their education. Oftentimes’ experiences including mistakes can provide good learning activities (Miroballi 2010). According to Miroballi (2010) adult learners need to know the subject is important to their learning and life situations.
The image below indicates four characteristics of adult learners. They include self-concept and motivation to learn, experiences, readiness to learn, and orientation to learning. The first stage begins with a person's mature self-concept, moving from being dependent on others to a more self-directed person (Maribolli 2010). Second is experiences when a person develops they become their own resource for learning. The third stage is readiness to learn, once a person is ready to learn they become more oriented to their social roles (Miroballi 2010). Last is orientation to learning, which as a person matures their time perspective changes from a postponed application to immediate application of knowledge (Miroballi 2010).

**Stages of Adult Learning Theory**

![Diagram of Stages of Adult Learning Theory]

https://sites.google.com/a/nau.edu/educationallearningtheories/adult-learning-theory-andragogy-by-barbara-miroballi
Second is David Kolb's theory of experiential learning (2007). It begins with four distinct learning styles that combine experience, perception, cognition, and behavior. First, the learning experiences an activity by doing something like lab or field work (2007). Then, they reflect back on the experience. Next, the learning conceptualizes a theory of what they just observed. Finally, they plan how they will test the model for an experience. At JWU students not only conceptualize concepts and ideas but kinesthetically practice in both group and individualized projects and activities.

There are four different learning styles that can be applied to an activity such as assimilators, converges, accommodators, and divergers. Assimilators are more auditory processors. They learn best when presented with sound. Convergers prefer more practical application of information (2007). The accommodators are more attuned to kinesthetic approaches to experiences. Finally, are the divergers and they learn best when there is time provided to observe gathered important information. As a part of the design of the international student orientation, experiential learning will be applied in the workshops related to cultural adjustment (2007).
**Experiential Learning Model**


**Orientation Rationale**

JWU’s ISSO has experienced major adjustments and transitions in the way the university thinks and envisions its programs. Before the Dean of International Development became a part of the JWU Global team programs were more segregated, missing out on a more globally minded thinking institution that appreciates diversity and strives to provide more inclusive education. For this course-linked capstone, a redesigned international student orientation for the Fall 2017 has been proposed. This is following a request by administrators in the international education and admissions offices to analyze the orientation process and to propose fresh ideas for the international student orientation.

After researching how other local institutions conduct their orientations it became evident that the international student services office (ISSO) could simplify its orientation
process in a more effective way. For many years JWU has owned the local Radisson hotel that has been critical to the ISSO during arrival services. Typically new international students are provided with two complimentary days at the hotel before coming to the ISSO for immigration check-in, activities, and orientation. Parents and the JWU community are also frequent users and stakeholders of this hotel. Without the availability of this hotel, the orientation program would need to be redesigned and international students would have to make their own living arrangements.

JWU used to have a pre-college weekend program for all first year domestic and international students. This program was run by faculty, staff and student leaders. All courses and activities were specifically made to support student college adjustment and academic interest. Unfortunately, JWU no longer provides first-year experience programming mainly due to financial constraint and so that the ISSO can focus on arrival services and building a more sustainable orientation.

The whole process of the international orientation will last for one week. The beginning of the orientation is meant for settling in and removing student holds. The last two days of orientation is primarily workshops and academic activities to prepare them for their first term. International orientation leaders (IOL’s) will be at the forefront to welcome and help students with navigating their way around campus the week before classes begin. IOL’s will participate in all major activities on or off campus. This includes the orientation bagged lunch, a scavenger hunt, shopping trips, and going out to Dave and Buster's. When international students are not in specialized programming such as ESL testing, TOFEL, or J-1visa workshops the ISSO would like to integrate internationals and domestic students during the orientation to intersect commonalities such as academics,
student involvement, safety security and cultural adjustment. JWU currently runs on a trimester system in which classes are typically eleven to twelve weeks long. However, moving forward the university has considered adjusting to the traditional semester system to offering orientation twice a year.

**Literature Review**

“*Orientation programs facilitate the transition and integration of students into the college learning environment*” (Robinson, Burns, & Gaw, 1996).

Although much literature on international students is available, research on student engagement is limited according to Korobova and Starobin (2015). In fact, student engagement has been criticized throughout the scholarly world (Vallee, 2017). The lack of attention to student engagement is mainly due to how engagement is defined. That is, the definition of engagement is constantly changing and affects how notions of engagement are both understood and researched. It is important to note, while educational psychology used the tripartite model of engagement and focuses on the cognitive, affective, and behavioral aspects; other researchers theorize engagement in terms of school relationships, democratic/critical participation, race, ethnicity, class, student voice, pre-service teacher education, and historical materialist perspectives (Vallee, 2017). These differences show how student engagement has been researched and why it has been difficult to understand how student engagement is measured.

It is apparent, according to Vallee (2017), that there has historically been some racial and ethnic bias on engagement research, given the white middle-class dominance in higher education. It is suggested that there is a need for a broader framework of student engagement which includes community, family, and social influences on both
engagement and disengagement practices (Vallee, 2017). For this study, student engagement will be referred to by the most recent definition taken from the *National Survey of Student Engagement*. Student engagement in this context is defined by "the amount of time and effort students put into their studies and other educationally purposeful activities. Second is how the institution deploys its resources and organizes the curriculum and other learning opportunities to get students to participate" (NSSE, p. 1, 2017). Literature in this review will be referenced from the *International Journal of Inclusive Education*, the *Journal of International Studies*, NAFSA Knowledge Community for International Students and Scholar Services, and a dissertation on Student Self-Efficacy of Leadership.

As the United States is the world’s top host for international students since 2013, it is important to invest in and maintain quality engagement practices on campuses (Zong & Batalova, 2016). The National Association of International Educators (NAFSA) report on international students notes that they “contribute more than 30.5 billion dollars to the United States Economy” (NAFSA, p. 1, 2016). International students help keep the United States increasingly diverse through the sharing of ideas, work, academics, and national service. With such added investment, it is important that necessary support and resources are utilized, so all students will have worthwhile educational experiences. Glass, Wongtrirat, Buus, and Fanta (2015) note international educators often do not realize how the expansion of international students will affect campus cultures and students’ sense of belonging.

From Korobova and Starobin (2015), it is known that college students learn better when classes are more experiential in their educational activities. This observation is an
important factor to consider when coordinating activities for international orientations. When an institution has higher levels of student engagement, it is seen as an institution of excellence (Korobova and Starobin, 2015). It is important to note that “the impact of college is largely determined by an individual’s effort and involvement in the academic, interpersonal, and extracurricular offering on the campus, and student predictor of whether a student will graduate” (Korobova and Starobin, p. 73, 2015). Research shows that international student involvement in campus activities was the same as domestic students, but international students did not have as much support academically (Korobova and Starobin, 2015). Korobova and Starobin also found significant differences in engagement for international students that were seniors versus in their first year because patterns leveled off and became more similar when students matriculated through their program. Offering data to support this observation Korobova and Starobin (2015) state, "First-year students were more engaged in educational activities than American students, and they reported more gains in desired college outcomes” (p. 74). There is a lot of research examining academic success of international students. Korobova and Starobin (2017) found that students that are self-confident and have a solid support system impacted their grade point average.

Interestingly enough, Nguyen (2015) highlights how institutions that implement curricular and co-curricular activities to support students have historically focused on American minorities and immigrants. It is important to note that international students come to the United States for different reasons, whether they are the first generation, an English language learner, or a student with a learning difference (Nguyen 2015). Nguyen’s research shows that student involvement and leadership has direct links to
student success and retention, but this correlation is primarily limited to domestic students. Leadership self-efficacy, according to Nguyen (2015) “is the belief in one’s ability to engage in leadership practice by organizing and executing necessary courses of action” (p. 5). This practice is one way to increase leadership and opportunities to participate in college communities. According to Glass, Wongtrirat, Buus, and Fanta (2015), well-organized leadership programs help international students to better understand their experiences, build inclusion in campus communities, and create positive effects on academic success. International students that feel safe and confident engage more meaningfully in the classroom and more easily foster the development of cross cultural relationships (Glass, Wongtrirat, Buus, and Fanta, 2015).

Communication

Communication is a critical factor in student orientation programs. Some students have reported difficulties with registration. According to Percival et al. (2015), sometimes a student may have delayed course registration because of technical computer issues. The system does not know if the student has certain prerequisites, causing students to be enrolled in unnecessary courses that are not needed (Percival et al., 2015). Students have to meet with their academic advisor to enroll them in the right classes. These communication problems increase anxiety and tension levels, and also cause confusion that can create a repercussive effect (Percival et al., 2015). Poor registration service can be detrimental to an international student’s immigration status, and may require the student to go back to their home country. This situation can lead to problems with immigration status in the future.
Percival et al. (2015) argue how low levels of academic involvement can be problematic for students' social integration, leaving them with the feeling of isolation and anonymity. This observation is not to say all students feel unprepared in transitioning from college to university. However, those who do not get first-year experiences (FYE) may benefit from one and better support for them all together (Percival et al., 2015).

**Mental Health**

Student mental health is an important aspect of student engagement. When students are not feeling well because they are unhappy, experiencing culture shock, depression, abuse, violence, or some other illness; this situation will impact how engaged they are on campus. In different parts of the world, mental illness is also viewed differently. Particularly among Muslims, in which there are approximately 1.6 billion in the world, fitting into American culture and society can be quite challenging (Hsi, Herzig, and Ahuja, 2017). Muslims have a specific way of living, which is not the same as Americans, especially in terms of maintaining modesty in clothing and intimacy before marriage. Muslim culture does not permit the consumption of alcoholic beverages or any drug substances (Hsi, Herzig, and Ahuja, 2017).

Research examining how to meet mental health needs of international students found that "24% of Muslims in America consider themselves as happy", while the average for all Americans is 48%” (Hsi, Herzig, and Ahuja, 2017, p. 3). This research indicates that Muslims show the highest level of sadness, worry, and anger; and also the lowest levels of smiling, laughing, and learning (Hsi, Herzig, and Ahuja, 2017). Youth ages 18-29 are noted as more troublesome than any other age group of American Muslims. According to Hsi, Herzig, and Ahuja (2017), "59% of Muslims in America age
18-29 report being full-time students" (p. 1). Although the Qur’an emphasizes prayer, love of your brother and sisters, and positive well-being; there is still a large stigma on mental health among this population (Hsi, Herzig, and Ahuja, 2017).

Asian and Indian students also experience mental health issues. Hsi, Herzig, and Ahuja (2017) report that "India is the second-largest country to send international students to the United States" (p. 2). The Indian education system focuses more on memorization and is highly competitive. The stigma amongst these groups is often associated with delay in getting medical help. Hsi, Herzig, and Ahuja (2017) state that "college students in India as compared to the United States were more likely to view depression as a result of personally controllable causes" (p. 2). The stigma for males is more about having a mental illness, while in females it is related to their perceptions of being judged by others (Hsi, Herzig, and Ahuja, 2017).

One in every three international students is Chinese since 2015 (Hsi, Herzig, and Ahuja, 2017). In the United States, youth are recognized as adult at the age of eighteen, but according to medical professionals, the brain is not fully mature until the age of twenty-five (Cox, 2017). There are four stages that Dr. Hsi called the developmental tightrope. These stages are identified as follows: (1) they are doing, (2) is the sky truly the limit, (3) playing it safe, and (4) knocking on doors. International students are just developing independence and focusing on going to college during the first stage (Hsi, Herzig, and Ahuja, 2017). During this time, they are also at the beginning of knowing their limits and understanding when they are vulnerable (Hsi, Herzig, and Ahuja, 2017). The last two stages concern learning to manage mental health risks and knowing when it is time to seek resources and ask for help.
New students coming to college for the first time are at high risk of experiencing anxiety, ADHD, depression or eating disorders (Hsi, Herzig, and Ahuja, 2017). Dr. Hsi calls the “tiger mother” the culturally determined challenges (p17). This idea means that Chinese families expect the top level of success and achievement (Hsi, Herzig, and Ahuja, 2017). Students in China are expected to take care of their families when they get older. It is common to see early child separation among the Chinese (Hsi, Herzig, and Ahuja, 2017). Child separation is where Chinese families send their children away to school for long periods of time (Hsi, Herzig, and Ahuja, 2017). For the Chinese, there is no time for socialization. Social media such as Facebook is banned and largely inaccessible. These challenges are not always understood or supported by the Chinese government. As a result, students may experience setbacks such as hopelessness, humiliation, social isolation, and feeling stuck (Hsi, Herzig, and Ahuja 2017).

Social support

Social integration is a major factor that transfer students have faced when transitioning. Age, maturity, and life experience are critical aspects that impact students’ ability to integrate into class (Percival et al., 2015). Generally, transfers students experience social isolation and loneliness as they matriculate through their program (Percival et al., 2015). Upperclassmen have the benefit of already established relationships, and may not be as supportive to new incoming students (Percival et al., 2015). To alleviate issues of isolation and loneliness, Percival et al., (2015) suggest this as a primal opportunity for new student orientation to be implemented.

Pathway students are those who have completed a two-year degree and are transitioning to a four-year program. Some of the biggest social concerns that have come
up for this population were, “the absence of adequate orientation information sessions, difficulty assimilating with non-pathway students, and uncertainty about how to become actively involved in established student associations” (Percival et al., 2015, p. 410).

Students reported a lack of awareness of activities and sessions, stating that these services catered more to traditional first year students and not pathway students (Percival et al., 2015). Students found it challenging to know where they fit into a program where students have already been acclimatized (Percival et al., 2015). For those interested in joining student associations, many felt it was difficult to become a member and take on leadership roles since first-year students had been on campus longer (Percival et al., 2015). Some students do not "feel welcome to join and actively participate in the association" Percival et al., (2015, p. 411). At JWU, this situation mainly applies to the J-1 exchange students at the university on short term stays.

For international students, relationships play a key role in their experience and decision to be at the university. JWU is available throughout the academic year to support international students. When international students do not receive the services they pay for, they are likely to find another institution that can better meet their needs. Lack of organization and preparedness by the institution can cause unnecessary added stress and a poor reputation for the university. Opportunities for international students to be involved are important in order for students to take ownership of their experiences, and gain both skills and knowledge for their future (Nguyen, 2015).

Similarly to Percival et al. (2015), the research of Hughes & Smail (2015) looks at specific aspects of student experiences, and what they find most helpful or harmful at their institutions. Unsurprisingly, Hughes & Smail (2015) agree with Percival et al.
(2015), that in order "for successful transition and academic performance to occur, students must first academically and socially integrate into their new institution. If the quality of either integration is low, students become more vulnerable to dropping out and/or achieving poor academic performance (p. 467)" Proper support and management are critical especially for international students and their immigration status.

**Cultural Adjustment**

According to Plath (2007), English is the second language for many international students. This language barrier can be challenging when adjusting to a new environment, especially in higher education. Plath (2007) notes that “confidence in the host language” can smooth international student transition to university, and has shown positive correlations in academics, achievement, and appreciation of contact with students from the host country (p. 11). International students must also adjust to cultural norms and values (Plath 2007). During this time, international students may experience culture shock, and issues with social integration.

Plath (2007) says that is important for students to establish friendship networks early, as these networks are a critical component of getting through adjustment. Those that do establish networks may acclimate to the culture more effectively. Plath (2007) also states that student may seek out their American friends for support. Her research supports the idea that “those who spend more leisure time with Americans were significantly better adapted than those who spent more leisure time with persons from their own country (p. 13). Having Americans to connect with during the arrival period can make a world of a difference in their first-year experience.
Best Practices in International Education

NAFSA is the National Association for International Educators. This organization is the largest trade association in international education in which groups of professionals work in different aspects of the field from all over the world. One group is called the knowledge community that has written about best practices for international student and scholar orientation programming.

Orientation is a prime opportunity to embed student integration, university services, and thinking frameworks into this high traffic period. All content should be pertinent to what is currently being offered at the time. It is essential that proper university services be incorporated into new student orientations so that student can better understand expectations of the institution. NAFSA Knowledge Community for International Student and Scholar Services (NAFSA KCISS) identifies six common threads to help when preparing for new student arrivals to the United States. The threads are; preparation to travel to the United States, arriving in the United States, immigration regulations, cultural adjustment, classroom expectations, and student support services.

According to the NAFSA's KCISS (2013), it is important to assist international students with the preparation of coming to the United States. This means informing international students about what they need to do in advance such as immigration. There are advising centers all over the world for international students to prepare for their trip to the United States. Once international students arrive, it is necessary to provide guidelines on how to get to get through the United States Customs and Border Patrol, know how to access transportation to the university, campus residence halls, and how to find off-campus housing (NAFSA KCISS 2013).
NAFSA KCISS emphasizes the importance of having separate orientation sessions. Coming to a new environment can be challenging to get know. Separate orientations create opportunities to be more personalized and establish a strong community of people. Most universities have an international office that is a place for international students to learn about their responsibilities and get advice about English support, employment, and immigration compliance. JWU has specific advising hours for students to walk in or reserve an appointment.

Cultural adjustment is about supporting international students. International students need to know the cultural norms of being in a different place. NAFSA KCISS (2013) suggest information on "American concepts of friendship, time, personal responsibility and homesickness" be addressed to incoming international student populations. It is also essential that international students be acclimated to classroom culture and expectations. Orientation information sessions should include details on student faculty relationships, academic integrity, academic advising, and student involvement (NAFSA KCISS 2013). Finally is student support service, According to NAFSA KCISS, a "list of offices and departments that offer assistance to students on campus such as health services, psychological services, police/safety, or civic engagement should be accessible.

Needs Assessment

Since the purpose of this capstone is to design an international student orientation, a needs assessment was conducted to learn what has been successful in prior orientation programs, and where it can be improved. The primary method for data collection included an analysis of anonymously completed evaluation forms of prior international
student orientations. All new international students for the Fall 2017 are expected to arrive in the United States the last week of August one week before domestic students arrive. The international orientation is designed to be one week. In the past, combined orientations have only been for the winter and spring terms. International orientation has historically been separated from the Americans and been two weeks long. Both populations have come to the university at different times. The hope for or the Fall 2017 orientation is to have all new international, transfer, and Americans student's to be integrated for two days of the orientation. There will be mandatory breakaway sessions for all new international and transfer students in regards to immigration and testing.

Over the course of one year, the ISSO has run four international student orientations beginning with the Fall 2016, Winter 2017, Spring 2017, and Summer 2017. Three of the four orientations were two weeks long while the summer orientation was adjusted to one week. All the orientations used the Radisson hotel during the arrival period for the international students. Out of the whole arrival period, only Thursday and Friday of week one were evaluated since the rest of the days were mainly for other offices to connect with the students. New international students completed these evaluations after the orientation.

The categories include pre-arrivals, arrival services, and social activities. These activities and events evaluated all new international student experiences. For the assessment, last Spring 2016 and this Spring 2017 terms were compared (see appendix B). The goal of the assessment was to find out how students experience the arrival and orientation period and how it could improve. Information on what was most helpful was not included in the graphs in because the questions were short answers and could not be
tallied. 150 new international students filled out the needs assessment. In this needs assessment, there were a few sessions that were not included. Those sessions are the advanced ESL transition workshop, J-1 visa, and culture shock since they were addressed in the larger group sessions on Thursday and Friday.

Data from the assessment showed that more international students use JWU’s pre-departure information sheet. International students were satisfied with the JWU airport shuttle and have not made other arrangements. There has been an increase in housing services. Graduate students now have the option to live on campus. More international students are utilizing the mall and Walmart shopping trips to get supplies for their rooms. Data on the immigration check in and the welcome packets has not changed. The results are still positive indicating that the information is still important and should be included for the fall.

Following the assessment, on the Wildcat welcome page, international students were asked to answer an orientation pop quiz to test their knowledge regarding international student responsibilities, academic obligations, options for work authorization, student health, and other university resources available for all students. The information was reviewed throughout orientation in the form of a jeopardy game.

Based off the needs assessment the international orientation for the Fall 2017 will be a more inclusive and efficient orientation. There is a need for more combined activities with the American students. In the future it would be great to evaluate the J-1 visa and ESL transition workshops. Since there is now a housing option for graduate students it would be in the ISSO’s benefit to market this information to the students earlier.
Interviews: Administrative Staff at JWU

To learn more about what professionals find valuable to include in international orientation, two administrative staff from JWU were interviewed (See appendix D). One is the Director of the International Student Services Office and the other is the Executive Director of JWU Global. These professionals were provided with informed consent that highlighted the parameters of this research, what they would be instructed to do and who to get in contact should they need more information. This recorded interview was approximately twenty minutes asking nine questions. The questions are related to international orientation design and student engagement (appendix C).

Participants were asked what their job title is, their degree background, and their gender. Names were not disclosed in this research. One subject is male and the other is female and both are over the age of eighteen. The Director of the International Student Services Office (ISSO) provides immigration support for all international while the Executive Director oversees the whole JWU Global team that includes the ISSO, Study Abroad (SA) and the Bridge. One of the participants holds a Ph.D. where as the other has two master’s degrees, one in education and the other is leadership. It is important to note that one of the subjects has moved into a new position. This does not affect the amount of experience she has.

Participants were asked how many years they have been in the field of international education. Both have been in the field from ten to seventeen years. The subjects were asked how their office supports student engagement for students on or off campus. As briefly mentioned before, the ISSOs main mission is to ensure international students are in proper visa compliance. However, this office also has one on one advising
appointments. The ISSO also works with students to run large-scale programs that include the international orientation where topics pertain to international student acculturation to the university, J-1 visa and ESL information sessions. The ISSO communicates information to the international student population through social media and the international news.

One interesting thing is that the Director of the International Student Services Office is involved with engaging the students is through sitting in on various committees that international students are involved in. He sits on four different committees such as commencement, care, curriculum, and campus 2.0. The commencement committee, for example, meets to think about international students in terms of graduation each year. International students have the benefit of taking part in practical training experiences and the director assist with those conversations on whether or not the student qualifies to graduate. The director helps out with all the details of parents flying over to see their children graduate.

The director sits on the care committee, which meets every two weeks during the academic year to discuss students that may be in crisis. This mainly applies to any behavioral students that they are very concerned about if they will be able to move forward at the university. The director also sits on the curriculum committee to see that all of the universities new degree programs are approved. International students may not be enrolled in classes that are solely online. Classes must be a mix of both ground or online based. Compliance with the government is critical so that international students will not be out of status. Finally, the director sits on campus 2.0 which focuses on orienting students to campus. This committee generally works with the fall population
since it is the largest batch of students. The main aim is to see that students are being engaged together and they are happy with their university of choice.

Unlike the ISSO the Bridge was founded by JWU as a place for international and intercultural engagement that centers on student support, services, and programming. This office also knows that students, faculty, and staff all benefit from professional staff outside or school, work, or the classroom. Executive director of JWU Global says that,

"We have been really committed to providing lots of different opportunities for students in particular, but anyone in the JWU community and even through the surrounding larger community to come together to learn from one another through conversation type activities through formal presentations (Executive director JWU 2017)".

Subjects were asked how their office provides opportunities to engage with faculty and staff during orientation. During orientations, the director of the ISSO JWU (2017) calls it ‘all hands on deck’. Not just the ISSO, but members of the JWU Global team are asked to participate in orientation. This includes international student advisors, student workers, and interns. Staff from The Bridge, Study Abroad, faculty, department heads and the international orientation leaders (IOL’s) are asked to assist with presenting information to the new international students. There are opportunities for other departments to gather at a resource fair and talk about their office, the services that are provided and where they are located on campus.

The Director of the ISSO says that "we want international students to feel well Informed and educated, but not to completely overwhelmed during a two-day orientation program. So we kind of spread things out over a week and we try to
fill that with some fun activities and games to familiarize them with the campus as well as the educational piece and again we do this every eleven weeks so it is just kind of an ongoing constant mechanism that happens” (Director of the ISSO JWU 2017).

For the Bridge, there is always a rotation of faculty and staff that come to talk to the students about what they do and need to know especially to maintain their visa requirements. The Bridge serves as a space to host orientation sessions such as academic expectations and how to develop a support and social network to enhance their well-being. The office facilitates a lot of different kinds of professional staff so that students "know that there is more than one person or one office to go to try to make this JWU experiences the best that it can be" (Executive Director JWU Global 2017).

The next question asked what impact would the absence of the Radisson Hotel have on arrival services? One positive thing that came out of this decision was that it opened up an opportunity for the university to rethink how students are welcomed to campus at JWU and what buildings and facilities are available. This reframing helped the university to think of eliminating the step of the historic hotel to moving the students directly into the residence halls. Most students will live in the residence halls unless they are upper classmen and will be living off campus. This decision has made the university think outside the box, smarter and ensures that all resources available are being used.

Director of the ISSO (2017) says, "I think in a way, it is a good thing because it gets them right to campus, there right here. We do not have to bus students to and from the hotel and they’re where they will be likely for the majority of them for the academic
year. So I think there is a lot to win from that and I think that it is in alignment with what a lot of universities are doing”.

At the Bridge, in terms of lodging when students first arrive, the Executive Director thinks that they work well together and the absence is not that big of an issue. The hotel was seen more as a convenience and the university can fill in the gap with open spaces in the residence halls. With no hotel, moving into the residence halls may assist with student acclimation. The bigger issue is that the historic hotel was a place for international students to complete their practical training. Since the hotel is considered on campus then it is considered camps property and international students will be in visa compliance. The decision to eliminate the hotel will impact international students’ options since it is the only way that students would be able to get paid in that type of position.

Subjects were asked what changed about the orientation that is different from before. Although historically international orientations have gone through many renovations, the Director of the ISSO thinks that the university is doing a good job of integrating international and domestic students together more than they have in the past. The university is much smarter in their thinking about what students need to be educated on while at the same time keeping orientation fun and engaging. The university is really trying to utilize their resources well, be good stewards of their financials and think from the perspective of the international student population. The ISSO is working very closely with other departments to support international students and educating them on important issues while at JWU.
Like the ISSO, the Bridge also is working with other departments and linked with the new student orientation. The Bridge is considered the father of connecting departments and collaborating with everyone on campus. This office has helped with facilitating this building as a part of the orientation where the students gather and to connect students with people across the campus. The Bridge has also played a role in helping the university to understand that "this is everybody's job and not just the job of the international student services" (Executive Director JWU 2017). The program coordinator/assistant director and now director of the Bridge has been an asset to the university. This staff member used to be an international student advisor with the ISSO and knows how everything works. The Bridge serves as space where some of the orientation activities take place.

Moving forward, subjects were asked how their office supports an inclusive orientation that engages international students. Two years ago the Director of the ISSO met with Director of new student orientations and has been working closely to think about ways to integrate the international and domestic populations. The conclusion supports bringing students together rather running programs parallel like it has been in the past so that the students can make new friends, better understand policy and the campus culture of the university. Director of the ISSO (2017) thinks that the university will continue to integrate internationals with domestic students and that “we are all in this together, one JWU, a tag line that the university uses”.

The Bridge acronym stands for ‘Building Relationship in Intercultural Dialog and Global Engagement' and is the primary purpose of its development, founded in 2013.
This space is for all students from all backgrounds to feel like they are welcome and is an inclusive space.

Executive Director of JWU Global (2017) says, “we just want anyone that walks in the door of the Bridge Center to feel like they belong there no matter what, and so I think in terms of inclusivity we do not market that space in terms of international student or domestic students or domestic students to international students. So we let people know that our approach to inclusivity is that this space is really a space for all JWU community members”.

Anyone can walk into the Bridge Center at any point and know there are no restrictions. The bridge has developed a ‘drop-in’ space in the back that is always available. The office has student workers and when students see people working, people feel embodied. Executive Director of JWU says, “I would say we embody our pedagogy”.

Subjects were asked what they find most valuable in implementing an international orientation. The most rewarding for the Director of the ISSO is seeing how students have journeyed and knowing that they chose JWU out of all other colleges and universities our there is very humbling. As an international education professional the Director of the ISSO has a lot of experience from international admission recruitment and seeing smiling faces at the end of an orientation program as well as watching students begin to connect with JWU is a wonderful feeling.

For the Bridge, their office knows the cycle of the international orientation and understands the logic of how it is put together. The Executive Director of JWU Global says (2017), " every new cohort that comes in is unique to itself and so even though we
all become familiar with that rhythm we still have to be very nimble in adjusting to the students who are coming and what is happening in the world geopolitically". It is important to be mindful that what meant to be a student ten years ago might not be the same as what it is today. According to the Executive director of JWU Global (2017) the ISSO has become a "university wide project that their letting everyone know that the ISSO is the home base for international students mainly for immigration compliance, but the international students are everyone’s students so that we all get to learn more about what that means, about talking to people who are from places that we may not understand very well". The Bridge also values becoming comfortable with being uncomfortable and being mindful about what it means to be English proficient with English language learners and being able to adjust to that.

To follow up on integration subjects were asked how they integrate international students with Americans. During orientation, there is a balance between educating students about their responsibilities, rights, privileges, and acclimating as well as the university resources and the community. The international orientation has some breakaway sessions that just have to be international students because of immigration policy be there are commonalities. This is where the Director of the ISSO and the Director of new student orientation come together to look at sessions where all students need to know about housing, title IX university resources that serve the students. In the past, they have had a combined barbeque and resource fairs together. The Director of the ISSO (2017) says, "we try to think of the future and use the data from orientation evaluations at the end of orientation to evaluate student experiences and what went well,"
what didn’t go well, and we look for opportunities from that data to improve upon that previous orientation”.

The Bridge runs the ‘Not just coffee hour’ every week, which has become the anchor program for international students and English language learners. They have worked hard to create an environment where different kinds of students come to not just coffee hour so that international students do not feel like programming is just being done for them. The Bridge has leadership positions such as the international orientation leaders (IOLs) that the Bridge has played a role in who gets recruited and how they are trained. This work teaches staff not just to feel a part of the work, but also to serve as a model and help new students feel welcome and a part of the campus. Executive Director of JWU Global says (2017),

"I think the biggest piece of that is that we want to move away from the international student experiences is necessarily different from any other student experience, but we should say this is what all students at JWU have available to them and that includes everyone regardless of where you are from and I think that the Bridge is one of the primary mechanisms through which students hear that message”.

To complete this interview, subjects were asked how their office supports students with different learning styles. There are many students that may not know their learning styles before they arrive at JWU. In American higher education systems, there is a strong emphasis on knowing one's learning style or resources to get help. One thing that the ISSO does a lot of is educating students on what are the available resources to them,
however, culturally things such as asking for help or raising your hand is looked down upon or not common. The Director of the ISSO has emphasized that

"There is a lot of help in your tuition and fees pay for these offices, but you have to be confident enough to raise your hand and say, ‘hey’ I need some help, I do not understand and so a lot of cultures who come here tend to not ask for help and so part of the orientation process is to let students know that it’s okay, it’s normal and it is expected that you would raise your hand and you would ask for help ”.

Asking for help and utilizing services is one of the first steps that can be made in their journey throughout school. The ISSO exposes and educates students on what resources are available and what they can do to help students improve.

While both offices are connected with other departments on campus the Bridge is has been very intentional on staying in touch with the Center for Academic Support. The Bridge is learning more about being proactive in identifying students that need additional support. The Bridge is heavily involved in a number of conversation partner programs to develop relationships with international students through English language learning and Cultural Exchange. Doing this help staff to recognize if someone is having a hard time with study skills or taking notes. Then, through relationship students can be recommended to one of the university services. Executive director of JWU Global (2017) also iterates that, " we are professionals in the field where we recognize that diversity encompasses lots of different ways of being and so we're always keeping up with the idea of multiple intelligence, differentiated learning styles, universal design and what accommodations mean without having it be stigmatized in some way. So I think that
we're all starting to see that it's not just about English Language learning, but it's about the diversity of humans”.

Goals and Objectives (Program and Student)

Johnson and Wales University international orientation has both program and participant goals. Below are the five program and participant goals and objectives;

Goal 1:

- To educate international students on immigration related responsibilities

Objective 1:

- Have student volunteers participate in the international orientation leader training to become more familiar with basic immigration facts
- Have IOL’s share their experience when presenting immigration information to new students

Goal 2:

- To assist students in getting settled into a new environment

Objective 2:

- Have new students participate in a scavenger hunt to familiarize themselves with the campus
- Have intern present information on culture shock, student clubs, and organizations to new students

Goal 3:

- To help integrate international students with domestic students

Objective 3:
• Have international and domestic students participate in orientation activities together.

• Recruit US American volunteers to work with international students

Goal 4:

• To build awareness of the services the university offers

Objective 4:

• Have IOL’s participate in orientation presentation of Equity and Compliance

• Have university services offices have a table at the resource fair

Goal 5:

• To introduce students to student clubs and leadership opportunities

Objective 5:

• Have IOL’s share their experience in student clubs

• Ask student club to participate in student involvement presentation

Participant Goals and Objectives

Goal 1: Participants will be settled in housing/living situation/ basic needs

Objective 1:

• Will have all necessary supplies for their dorm room or apartment

• Know about both on and off-campus housing options

Goal 2: Know what academic expectations are and how to meet them

Objective 2:

• Recruit volunteers to talk about academic expectations during orientation

• Ask member or faculty present about academics during orientation
Goal 3: Know what social activities/leadership opportunities are available and how to find information

Objective 3:

- Send email blast through international news about what’s happening on campus
- Connect students at resource fair with student involvement

Program Description

International student orientation is a required program for all new international and domestic students. However, currently, the international student orientation is separate from domestic students. This program accepts undergraduate, graduate students, ESL, and exchange students and assists with their transition to higher education. In the past, the international orientation was two weeks long. The program includes specialized programming such as immigration check-in, J-1, ESL transition, a makeup orientation for late arrivals and fun activities to help the new international students get used to the new community.

This new program for fall 2017 will be for one week long. The program is set up for international students to complete their immigration check-in, housing, student academic, financial and health needs, as well as necessary testing at the beginning of the week during the arrival period. Full-time staff and volunteer international orientation leaders (IOL's) are the heart of this program. Specifically, the IOL's will be available to answer student questions and help them to get acclimated to the university. Students will gather together to refresh their minds on immigration compliance, academic and cultural expectations, student employment opportunities and campus engagement. During orientation, international students are required to learn about the JWU campus life and
American culture. Students will participate in a resource fair to meet the university services on campus. There will be a number of social activities throughout the week for international students to meet American students and establish new friendships.

**Curriculum**

The following information is a summary of the design of JWU's international student orientation. For a visual image, you can refer to the orientation calendar in (appendix D). It is especially important to note that JWU's orientation is now just one week long versus the two-week arrival period before. Move-in for international students will begin on Sunday. There will be a welcome table at T.F. Green airport with staff and international student volunteers there to greet the new students. Volunteers will show the new students to the JWU airport shuttle that will take them directly to the residence halls. International students can qualify for two nights free staying in JWU housing if they have submitted their reservation free and travel plans.

Off Campus Student Services (OCISS) will be available for international students the first four days of the arrival period. For the next three days, all new international students must attend a mandatory immigration check-in. This is where students will learn about their responsibilities as an international student and have their holds removed. For international students unsure about where they wish to live while a student at JWU there will be two opportunities to learn about apartment searching and to speak with local landlords at a housing reception regarding affordable places in the area.

Monday through Wednesday there will be daily shopping trips to Walmart and Providence Place Mall for the student's to get supplies for their dorm rooms or apartments. International student volunteers will help new students become familiar with
Providence by taking new students on a walking tour to the mall. ESL and TOEFL placement exams will take place on Tuesday and Wednesday. On Tuesday there is a highly recommended university online resources session. This will allow international students a chance to get to know the online platforms that many will be using on a daily basis. One good way to become more familiar with the campus is to go on a campus tour. There will be opportunities to do so at students request. When the international students go on tour they will be given a fun scavenger hunt to test their knowledge of places and things to do on campus.

For all exchange students, there will be a mandatory J-1 visa workshop to learn about their responsibilities as well as opportunities for academic training. Being an exchange student is not the same as students on the F-1. These students will be studying at JWU for short-term periods of time. Orientation officially begins on Thursday and finishes on Friday for international students. International students will meet with their designated orientation leaders on Gabe Commons. JWU has a special spirit team and new international students will be rewarded for showing their spirit. The group that has the most spirit will receive an award during orientation on Friday. Later in the afternoon on Thursday international students will be split into small groups that they will have a bagged lunch together with their orientation leaders. From there, all international students and volunteers will go to the resource fair. Faculty and staff from departments on campus will be there to talk with them and answer important questions. This will also be an opportunity for students to sign up and learn about clubs and organizations. If culinary students have not already picked up their uniforms they will have an opportunity to do so during the Wildcat welcome activities at the Wildcats center bookstore.
For one week this probably sounds like a lot of information for the students, but they are rewarded with a fun activity to make new friends and get to know one another better at Dave and Buster's arcade. Friday after all orientation is completed international students will have the opportunity to go on a shopping trip to the Wrentham Outlets. This is a popular outside mall with all the latest fashion and appliances. International students can get food and shop

During the second week of September, international students will have completed orientation and will have hopefully checked all of their holds on their accounts and are preparing for the first day of classes. Wildcat Welcome is an additional full week of fun activities on campus for all students to get comfortable with the university. It is also the week the first day of classes begin. For international students on the Harborside that need to pick up their culinary toolkits, they can do so the Monday before school starts. On that same day, there will also be the undergraduate academic welcome. The official first day of classes will begin on Tuesday. Later in the afternoon on that same day graduate students will have their first meet and greet and separate orientation.

To wrap up the first week of classes there will be fun-filled activities such as yoga, opportunities for students to win prizes by wearing their JWU spirit wear, and the Not Just Coffee Hour at the Bridge Center. Finally, on Saturday JWU will host all international students in Bristol, Rhode Island at Colt State Park for a student and staff barbeque. Entertainment such as food and games will be provided.

**Staffing**

All arrival and orientation services will be fully staffed with JWU employees, interns, and international orientation leaders (IOL's). For the fall orientation, thirty volunteers will
be recruited to help international students adjust to the university. These volunteers must be students and is not a paid position. The job description of the intern and IOL’s can be found in (appendix F). The ISSO will have four full-time international student advisors and two office assistants to manage the front desk of both the Downcity office and the Harborside. Throughout arrivals and orientation, international advisors will be presenting important immigration information and be available to assist with emergency problem situations. All volunteers will provide extra support for the international students that are unsure where to go or what they could be doing. Since JWU no longer runs the first year experience program the ISSO will be organizing a welcome celebration and activities for the new international students.

**Marketing Plan**

JWU ISSO and the office of International Admissions (IA) have an intricate working relationship in that they both are the first point of contact for all students new or transfers. All marketing material will be shared with both IA and the ISSO. The ISSO is in charge of printing detailed welcome packets that the students are given when they first arrive. It includes the orientation calendar, international student handbook, dorm room packing list and other information about Providence. To engage in global citizenship JWU proudly markets their student run clubs and organizations. This is done by the creation of a club flyer that is shared and marketed through both IA and ISSO, (see appendix ). The Global Citizen Program can also be accessed on the JWU website. There is also a student club interest from that is given to prospective and accepted students. Information on clubs and organizations are taken to all admissions event trips, college, and resource fairs. One club in particular called the Global Citizen program was founded by my colleague and is a
great way for students to other students similar or different from them. In this club, students will build leadership skills, have opportunities to volunteer, and build their resume by running for position or regular club participation. International students look to opportunities to be involved in their JWU years on campus and in the community. JWU recruits both international orientation leaders (IOL’s) and volunteers to participate in orientation. Both play an essential role throughout orientation to welcome new students, help them acclimated to the university and answer question. IOL’s and volunteers are students and are not paid. There is also an intern to help facilitate orientation process and present information to new students on culture shock and international student immigration responsibilities.

Through the ISSO's travel plan form international students indicate when the student will be arriving and where they will be staying on or off campus. Campus housing options have now expanded to allow graduate students to stay on campus. This takes a lot of pressure off the students so they do not have to worry where they will be living while at JWU and help them to feel more comfortable in their new environment. The ISSO sends out pertinent information and reminders via email and through their very own I-News, a newsletter to help mitigate their transition to the American University. For example, international student must pay their SEVIS deposit to get their new I-20 and pay their international student fee. They must also clear their financial, health, and academic holds.

Logistics

The main form of transportation for staff and international students is by the JWU shuttle, car, walking and the Rhode Island Public Transportation Authority. Students that
request to be picked up from the airport are shuttled to their residence hall. A hospitality table is there along with staff and volunteers to greet students when they arrive. The ISSO takes students shopping to a well-known outlet mall for supplies in their rooms as well as Walmart. The intern and IOL’s will attend all social activities.

To kick off the beginning of the term the JWU bus shuttle will take student to the state park for a welcome barbeque. This will be a fun filled day for the students to establish new relationships and learn more about life at JWU. To help acclimate new students to Providence the ISSO will also have a JWU shuttle take the students to Dave and Buster's an adult arcade facility. All students at JWU have the choice of using public transportation if they do not have a car on campus. Many students use the RIPTA to explore the city. Boston is also a short train ride away that student can commute to and from in school breaks or the weekend.

One part of the international orientation includes a resource fair in which offices come to meet the students and share a little about who they are and how to get in touch with them. The international orientation leaders will assist the students in showing them how to access these services. Specifically, the orientation leaders will help take them to the university offices to take care of any school business and begin to understand where things are on campus.

**Health and Safety**

At JWU all students are required to have health insurance whether provided by the university or the student has their own provider. Students have the option of accepting or declining health insurance before a certain date or it will be added to their student bill for the year. They will also help new students understand how to access the JWU link to
accept or decline their insurance and print of their insurance card. This is a great way to establish new friendships and ask important questions. All university services such as student health, counseling, safety and security, title nine, as well as equity and compliance will be present in the international orientation.

JWU has the privilege of having more than one campus, one Downcity and the other on the Harborside. This feature allows students to access all university services on both campuses. All students have a deadline to complete their health history forms as well as their most current vaccinations. If at any point a student gets sick there are certified health professionals ready and available to help them. JWU is staffed with an on call doctor and a supply of nurses. JWU medical staff will treat minor concerns to emergency cases. At JWU health records are kept fully confidential and may only be released with the permission of the student. To create a healthy and clean environment JWU implemented its own smoke-free policy in designated areas.

JWU students have access to free counseling services. They can use this service if they are feeling down, experiencing culture shock, or just need to talk with a professional. This office will present at the international orientation. Their services include;

“Free confidential services for JWU students, including individual and group counseling; emergency psychological services; and educational outreach programming, individual and group counseling, consultation and outreach, programming, training and workshops, crisis intervention, alcohol and other drug education and assessment, and Referrals” (JWU 2017 pg.1)
Like health services, all files and information remain confidential at the request of the student. Counseling also provides year round educational programming to the students. Students will be aware of these dates through the I-News, which is a friendly newsletter that the ISSO can communicate information to international students.

Twenty-four hours, seven days a week JWU students can feel safe and get the help they need with just a call to JWU Safety and Security. This office is available to protect all students from crime, natural disasters, to other national security issues (JWU 2017). During orientation, the security office will give a presentation to the students. JWU has a blue lighting system on both campuses so that students have a lighted pathway and have direct emergency access to security officials. If a student does not feel comfortable walking by themselves or does not feel safe students can call JWU Safe Walk and have an escort walk with them or take them home. In the event, there is severe weather, act or threat of terror JWU has an immediate alert system to notify the whole student body and secure way to get to safety.

The office of Equity and Compliance is another service that is involved in the international orientation. This office helps to protect students so they are not harassed or discriminated against in any way shape or form. The international orientation leaders take on an interesting role with this office during orientation. The students get to perform skits in risky situations that students could encounter. The orientation leaders are trained and have time to practice before hand. Topics are harassment, sexual violence, and dating violence. Having someone that is your age and can connect with your situation helps with educating intentional students on issues that may be very different and handled in different manners in their country. The office of Equity and Compliance strives to have a
more ethical campus that embraces diversity and supports an inclusive environment. If any student has concerns, have experienced or would like to provide feedback they can talk with a professional staff. JWU has created a policy that “prohibits discrimination, harassment, violence both sexual and in relationships” (JWU 2017 pg.1).

**Crisis Management**

JWU takes crisis situations with caution and seriousness. Depending on the level of crisis there are specific responses and actions that must take place in the United States or abroad. International Students at JWU are eligible to study abroad but are handled in a similar manner. JWU Global, which includes the ISSO, will refer to the international student death protocol when evaluating crisis situations (See appendix G).

The most immediate action in a crisis situation is to assess the situation and gather a report of the incident. The report should include the student’s emergency contact information, student health insurance, and notes page to update the situation as it unwinds. All this information can be found in the student’s files as well as immigration databases. Every student at JWU is protected under the Family Education Rights Act. This law, under the department of education, keeps secure all student documents and records. No reports regarding a student, whether at JWU or abroad may be shared with a person or organization without the proper permission to release their student information. From there, the office would then figure out who to collaborate with by referring to the death protocol which has an order of staff employees that should be notified immediately of the situation.

Culture is extremely important in crisis situations. How a person handles a situation could be hard to understand given where a student is from and their ways of life.
Especially, with international cases it can be difficult if a student does not speak the same language or aware of policy in emergency circumstances. In crisis situations JWU often times takes on the liaison role connecting students with the proper offices. For example, the ISSO is in charge of handling immigration such as contacting the students local Embassy to assist with the students next of kin, finding the appropriate translator if needed, planning necessary travel for family and school logistics, as well as finding appropriate legal representation. All of these actions are done with care for the JWU community, the student's family, logistics and legal considerations (See appendix F).

**Budget**

This budget is a projection for the fall 2017 international student orientation and arrival services. The budget is divided into four categories; administrative support, programming arrival services, supplies, and hospitality. The administrative support includes full-time staff employees, orientation leaders, and volunteers. All volunteers are unpaid while employees are paid by salary. Programming for arrival services includes a community service project mainly ran by the office of off campus student services (OCSS). ISSO joins them to integrate international students, staff, orientation leaders and volunteers. ISSO provides a photo booth to capture the fun and crazy moments of student's experiences. When students first arrive they are given welcome packets that include folders, pens, and the international student handbook. Student participation and engagement can earn prizes for being active throughout arrival and orientation services.

Food and supplies are a big portion of the orientation budget (See appendix H). After morning presentations all students, staff, orientation leaders, and volunteers are provided with a bagged lunch. This will allow time for the students to bond with their
orientation leaders and meet their international student advisors. All orientation leaders get special brightly colored t-shirts to wear during orientation. This is so they can be easily recognized for support. JWU ISSO hosts a parent's reception for new international students. This is an opportunity for parents and student to get used to the campus and help the student with last minute things to do.

Evaluation

One component of the program design is an evaluation. The evaluation has not yet been administered and hopefully will be utilized for the fall 2017 international orientation. It is a series of questions meant to solicit feedback from international students regarding their experience with culture shock (appendix J). By doing this evaluation the ISSO hopes to see that international students understand the university services available, how to adjust to a new environment, and where to go for support. The culture shock session will be integrated with American students to get know other students and learn from their perspective at JWU. Workshops such as the J-1 visa and ESL advanced transition will also be evaluated.

Conclusion/implications

The purpose of this capstone research is to design an international student orientation that supports student engagement. Interviews were conducted to find out what international education professionals find most valuable in implementing orientation programs.

Initially, this capstone was going to solicit feedback from students and other institutions but instead moved to interview two staff from the JWU Global office. One advantage of interviewing JWU staff is that the subjects provide a historical overview of
how things were at the university before. Staff at JWU shared their primary goals and objectives. Since there has been a bit of transition with staff employees it is important that I noted that the Dean of International Development has moved on to another position and the Director of the Bridge is now in her position as Executive Director of JWU Global.

International student orientations are an essential aspect of educational institutions programming. Research shows how program design can impact student engagement practices. Maroballi (2010) indicates in her research on adult learning theory that why things are important and how they can be applied to the learner’s life is critical. Student engagement is a topic that deserves more attention. The definition has been broadly defined although other researchers feel that student engagement should include family, community and social influences. When students first arrive they are going through their checklist and can run into communication barriers. In order to reduce stress, transfer out, or drop outs, it is important that all services run cohesively and are well managed.

Since university services are so important to the well-being of students it is critical that the services are de-mystified and there be an understanding that in the United States one will not be judged or penalized for utilizing complementary services while a student. University services is there to educate on important issues and provide support so that students are performing and functioning at their best. International students need time to meet faculty and staff they will be seeing over the years. Having a more inclusive environment that is welcoming should open opportunities to be involved as a leader and allow for students to take active roles and ownership of their experiences.
References


Appendix A: International Student Enrollment Trends Data

### International Student Statistics for 2016-2017

**STUDENTS IN EACH COLLEGE AND CAMPUS**

<table>
<thead>
<tr>
<th></th>
<th>BUS</th>
<th>DOS</th>
<th>CUL</th>
<th>ENG</th>
<th>HPS</th>
<th>A&amp;S PROF</th>
<th>A&amp;S LAB</th>
<th>UG ESL</th>
<th>UG TOTAL</th>
<th>GRAD ESL</th>
<th>GRAD DIRECT</th>
<th>GRAD TOTAL</th>
<th>TOTAL</th>
<th>EXCH</th>
<th>TOTAL</th>
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<td>DEN</td>
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<td></td>
<td></td>
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<td>110</td>
<td>1</td>
<td>11</td>
<td>12</td>
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<td>414</td>
<td>451</td>
<td>1136</td>
<td>20</td>
<td>1156</td>
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<tr>
<td>ONL</td>
<td>1</td>
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<td></td>
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<td></td>
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<tr>
<td>SYSTEM WIDE</td>
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<td>12</td>
<td>12</td>
<td>85</td>
<td>867</td>
<td>37</td>
<td>414</td>
<td>451</td>
<td>1318</td>
<td>22</td>
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**COUNTRIES OF ORIGIN**

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<th>SYSTEM WIDE</th>
<th>CHARLOTTE</th>
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<th>PROVIDENCE</th>
<th>ONLINE</th>
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<td>77</td>
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<td>8</td>
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</tr>
</tbody>
</table>

**TOP INTERNATIONAL STUDENT POPULATIONS**

**SYSTEM WIDE (Includes ESL)**

1. PR CHINA: 416
2. SAUDI ARABIA: 140
3. INDIA: 113
4. SOUTH KOREA: 95
5. NEPAL: 88
6. TAIWAN: 65
7. BAHAMAS: 43
8. MOROCCO/VIETNAM: 26
9. TURKEY: 22
10. DOMINICAN REPUBLIC/PANAMA: 14

**PVD Undergraduate (Includes ESL)**

1. PR CHINA: 236
2. SAUDI ARABIA: 130
3. SOUTH KOREA: 110
4. DOMINICAN REPUBLIC: 109
5. MALAYSIA/NEPAL: 109
6. VIETNAM: 109
7. DOMINICAN REPUBLIC/INDONESIA: 109
8. BAHAMAS: 109
9. PANAMA: 109
10. JAMAICA: 109
11. SOUTH KOREA: 109
12. VIETNAM: 109
13. TAIWAN: 109
14. INDIA: 109
15. CLASSROOM: 109
16. ONLINE: 109

**PVD Graduate (Includes ESL)**

1. PR CHINA: 161
2. INDIA: 96
3. NEPAL: 79
4. TAIWAN: 20
5. MOROCCO: 16
6. SOUTH KOREA: 11
7. BAHAMAS: 17
8. ARGENTINA: 11
9. TRINIDAD & TOBAGO: 8
10. JAMAICA: 7

**OPT**

<table>
<thead>
<tr>
<th></th>
<th>CLT</th>
<th>DEN</th>
<th>MIA</th>
<th>PVD</th>
<th>SYSTEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHARLOTTE - UC</td>
<td>2</td>
<td>2</td>
<td>4</td>
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<tr>
<td>DENVER - UG</td>
<td>20</td>
<td>17</td>
<td>11</td>
<td>3</td>
<td>291</td>
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</tbody>
</table>

Note: OPT Open Door Program will be higher because they include students on OPT.
Appendix B: Assessment

Arrival Services and International Orientation Assessment
Spring 2017
International Student Services Office
4/26/2017
Summary:
The following graphs indicate the tallied responses of 150 international students during arrival services and orientation in Spring 2016 compared to Spring 2017.

Section 1: Evaluation of arrival services
(2016 scale 1-5, 1= Did not use services, 2 extremely dissatisfied -5 extremely satisfied.
(2017 scale 1-4, 1 extremely dissatisfied, 4 extremely satisfied, 0 did not receive, no answer, comment

Assessment: Overall, the data suggests that more students are using the our services this spring 2017 compared to a year ago. The data also suggests students are slightly happier with their experiences.
**Assessment:** The data shows more students utilizing the hotel this year compared to last year. This means that students did not have other arrangements and use the hotel transportation from T. F. Green airport to the hotel.

### 3) Stay at the Radisson Hotel

**Assessment:** The data shows us that 12% more students did not stay at the Radisson Hotel which may be a direct result from our clear communication of services available during Arrival Services through ISSO handling travel plans.

### 4) Welcome Packet

**Assessment:** This data shows that 6% of students did not receive the Welcome Packet than last year. The percentage of satisfaction remained the same. Through the help of the Office Assistants, these information packets are new students guide to many important aspects of JWU and Providence.
Assessment: This data shows that the percentage of students who were satisfied with immigration check-in did not increase nor decrease. This is a positive indicator to the ISSO team as it’s an extremely important information sharing session as it pertains to a student’s immigration status and working knowledge of their visa.

Note: #6 and #7 for Fall term are now combined into one question for Winter 
#6 represents them both.

Assessment: The data shows us that 4% more students did use our housing placement services. This means that student preferences are changing to be more close to the campus versus commute.
Assessment: The data indicates that 15% less students are living off campus. This suggests that students are taking advantage of on-campus living opportunities.

Assessment: The data indicates that 5% more students attend the mall trips suggesting that students are purchasing cellphones and accounts.
Assessment: This data shows us that there was a 14% increase in students that attend the Walmart shopping trips. This data indicates that more students are going off on their own to collect their supplies for their residence halls or apartments off campus.
Appendix C: Administrative Staff: Johnson and Wales University

1. How many years have you spent in the field of international education?

2. What impact will absence of the use of the Radisson Hotel have on arrival services?

3. How does your office support student engagement on and off campus?

4. Provide what opportunities are available to engage with faculty and staff during arrivals and orientation of international students.

5. What examples can you give that demonstrate an inclusive orientation that engages international students?

6. Can you identify three potential things to restructure arrival services and orientation to better support international students?

7. What has changed about arrival and orientation services that are different from before?

8. What does your office find most valuable implementing an international orientation?

9. How could JWU better support international students when they first arrive and during orientation?
# Appendix D: Orientation Schedule

<table>
<thead>
<tr>
<th>Aug 27th</th>
<th>Aug 28th</th>
<th>Aug 29</th>
<th>Aug 30</th>
<th>Aug 31</th>
<th>Sept 1</th>
<th>Sep 2</th>
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</thead>
<tbody>
<tr>
<td><strong>Move-In</strong></td>
<td><strong>Immigration Check-in</strong></td>
<td><strong>Immigration Check-in</strong></td>
<td><strong>Immigration Check-in</strong></td>
<td><strong>Orientation Leaders check-in</strong></td>
<td><strong>Immigration Check-in</strong></td>
<td><strong>Wildcat Welcome Activities</strong></td>
</tr>
<tr>
<td><strong>Welcome Table T. F. Green</strong></td>
<td><strong>OCSS available</strong></td>
<td><strong>UG ESL Testing</strong></td>
<td><strong>Grad ESL Testing</strong></td>
<td><strong>Day 1 Orientation</strong></td>
<td><strong>Day 2 Orientation</strong></td>
<td><strong>Culinary Student Uniform pick up</strong></td>
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<tr>
<td><strong>OCSS available</strong></td>
<td><strong>OCSS available</strong></td>
<td><strong>OCSS available</strong></td>
<td><strong>OCSS available</strong></td>
<td><strong>Bagged Lunch with Orientation Leaders</strong></td>
<td><strong>Most JWU Spirited Team</strong></td>
<td><strong>Wrentham Outlet Shopping</strong></td>
</tr>
<tr>
<td><strong>Bank and Cell phone Trip</strong></td>
<td><strong>Bank and Cell phone Trip</strong></td>
<td><strong>TOFEL exam</strong></td>
<td><strong>Day 1 Orientation</strong></td>
<td><strong>Resource Fair</strong></td>
<td><strong>Resource Fair</strong></td>
<td><strong>Resource Fair</strong></td>
</tr>
<tr>
<td><strong>Housing Reception with Landlords</strong></td>
<td><strong>Online Resource training</strong></td>
<td><strong>Bank and Cell phone Trip</strong></td>
<td><strong>Resource Fair</strong></td>
<td><strong>Resource Fair</strong></td>
<td><strong>Resource Fair</strong></td>
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</tr>
<tr>
<td><strong>Walmart Shopping</strong></td>
<td><strong>Housing Reception with Landlords</strong></td>
<td><strong>J-1 Visa Exchange student</strong></td>
<td><strong>Day 1 Orientation</strong></td>
<td><strong>Day 1 Orientation</strong></td>
<td><strong>Day 1 Orientation</strong></td>
<td><strong>Day 1 Orientation</strong></td>
</tr>
<tr>
<td><strong>Walmart Shopping</strong></td>
<td><strong>Walmart Shopping</strong></td>
<td><strong>Dave and Busters</strong></td>
<td><strong>Dave and Busters</strong></td>
<td><strong>Dave and Busters</strong></td>
<td><strong>Dave and Busters</strong></td>
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Welcome Wildcats Activities

<table>
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<tr>
<th>Sept 3</th>
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<tr>
<td>Wildcat Welcome Activities</td>
<td>Wildcat Welcome Activities</td>
<td>Wildcat Welcome Activities</td>
<td>Wildcat Welcome Activities</td>
<td>Wildcat Welcome Activities</td>
<td>Wildcat Welcome Activities</td>
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</tr>
<tr>
<td>Culinary Student Toolkit Distribution</td>
<td>First day of classes</td>
<td>Yoga</td>
<td>Not Just Coffee Hour</td>
<td>Welcome to JWU BBQ Colt State Park</td>
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<tr>
<td>UGrad Academic Welcome</td>
<td>Graduate Studies Meet and Greet</td>
<td>Wildcat Wednesday</td>
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<tr>
<td></td>
<td>Graduate Studies Orientation</td>
<td></td>
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</table>
Appendix F: Job Description International Orientation Leader

Job Title: International Orientation Leader

Location: Johnson and Wales University Downcity Campus

Compensation: Unpaid

Contact: Sarah Habtemariam shabtemariam@jwu.edu or 401-598-2013

Travel: only around campus and for bus activities

Position Type: Volunteer

Date Posted: June 14, 2017

Date Expires: August 14, 2017

Role and Responsibilities
• Answer frequently asked questions of international students
• Walk students to offices on campus
• Assist student with the JWU link
• Welcome new students
• Participate in the international orientation

Qualifications and Education Requirements
• Must be a JWU student
• Be available to attend IOL training
• Can speak English
• Enjoys being around international students
• Has some intercultural background (Example: Has studied or lived abroad, enrolled in a international program, involved in student club

Additional Notes
• Students that speak other languages are welcome
Appendix: F Job Description for Internship

Job Title: Intern

Location: Johnson and Wales University Downcity campus

Compensation: Unpaid

Contact: Wesley Roy wesley.roy@jwu.edu or 401-598-1787

Travel: Off campus trips or meetings

Position Type: Internship

Post Date: June 14, 2017

Expire Date: August 14, 2017

Roles and Responsibilities

- Observe and support Study Abroad 101 information sessions
- Familiarize themselves with JWU Study Abroad program portfolio
- Learn about popular topics and trends in the SA industry
- Learn the SA student advising process, application process and online educational materials
- Learn how to analyze social media usage and event data for SA office
- Learn about SA processes timelines for program, marketing, advertising, applications
- Learn about SA Pre-departure Orientation and Retreat, materials, and virtual programming
- Observe and assist staff with preparations and executions of SA fairs and events
- Observe and support the front desk reception and area to better understand international concerns and questions

Qualifications and Education Requirements

- Bachelor degree
- Available to work Tuesday, Thursdays, and half-day on Fridays as needed
- Enjoys being around international students
• Has some intercultural background (Example: has studied or lived abroad, enrolled in a international program, involved in a student club

Additional Notes

• Students that speak other languages are welcome
Appendix F: International Student Death Protocol

 Protocol for Response to a JWU International Student Death
 International Student Services Office
 JWU Global
SECTION 1: Response while student is in the United States

Things to keep in mind during a crisis involving and international student

There are numerous cultural differences when dealing with death and it is very important to understand these differences. FERPA rules need to be followed. However, if able to give information, make sure that it is accurate and not rumors. If the death is a criminal matter, then the police will control what information can and cannot be stated to the public.

1) Immediate action items:

Keep an incident file with all of the information regarding the student, the incident, and any other pertinent information including: emergency contact information, student insurance information, and have a contact sheet to make notes in the file as the situation unfolds.

Assemble Resources and Essential Personnel (Circumstances will determine Essential Personnel)

- Campus Safety & Security
- Dean of International Programs and Development
- Senior Vice President of Administration to advise of situation
- The Vice President of Student Affairs/Dean of students to help facilitate communication with the family/next of kin
- Counseling Office
- Media Relations/ Communications to mitigate rumors, handle the press and send out notification to the university community
- The BRIDGE/ Discuss ideas on how to best handle last respects for the student
- International Student Services Office to coordinate contacting - Embassy of the student’s nationality –notification of next of kin, to help with travel arrangements for family, and other logistics of getting the family here.

(See Appendix A, for list of Embassies)
▪ Translator (See Appendix B, for list of translating services) (See Appendix C, for a list of languages spoke at JWU)

Action items for Essential Personnel (as applicable)

Care for JWU community

▪ Media Relations sends out communications to university community and includes support services for staff and faculty

▪ International Student Services Office sends out email to current International Students to encourage counseling for emotional support services

▪ Counseling Services ensures there are after hours’ resources that can help students with grief counseling

▪ International Student Services Office will research cultural traditions for handling the death to determine how to help with funeral services, religious traditions, and ways of supporting the student community

▪ International Student Services Office and Student Leadership and Involvement works with current students, community members and faculty to plan a memorial. International students will help to ensure our efforts are culturally sensitive to that of the family

Care for Family/Next of Kin

▪ International Student Services Office will help the family secure visas and travel documents to come to campus

▪ University Administration will arrange hotel stay up to one week for family
- International Student Services Office will ensure that JWU will provide pick-up from the Providence airport or (See Appendix D, for travel directions to Providence)

- University Administration will contact the Vice President of Financial Services to solicit funds from the University Emergency Fund

- International Student Services Office will find some community members who might be willing to help the family while they are here in the U.S. (See Appendix E, for community members)

**Logistics**

- International Student Services Office will provide information to family to help to get student’s belongings back to home country

- Student Financial Services will contact the student’s health insurance to understand the repatriation of remains - SHIP

- Campus Safety & Security will contact Medical Examiner to assist family to get the body back to the home country (401) 222-5500

- University Administration will contact SAFS to let them close out student records and begin processing refund

- International Student Services Office will update SEVIS

**Legal Considerations**

- Campus Safety & Security will contact General Counsel’s Office (only if necessary) if the death occurs on-campus

- Campus Safety & Security will work with police to understand criminal charges and circumstances surrounding student’s death.
• International Student Services Office will provide family with a list of lawyers

(See Appendix F)

SECTION 2: Response while student is overseas

Things to keep in mind during a crisis involving and international student

There are numerous cultural differences when dealing with death and it is very important to understand these differences. FERPA rules need to be followed. However, if able to give information, make sure that it is accurate and not rumors. If the death is a criminal matter, then the police will control what information can and cannot be stated to the public.

2) Immediate action items:

Keep an incident file with all of the information regarding the student, the incident, and any other pertinent information including: emergency contact information, student insurance information, and have a contact sheet to make notes in the file as the situation unfolds.

Assemble Resources and Essential Personnel to communicate that the event happened overseas (Circumstances will determine Essential Personnel)

• Campus Safety & Security

• Dean of International Programs and Development

• Senior Vice President of Administration to advise of situation

• The Vice President of Student Affairs/Dean of students to help facilitate communication with the family/next of kin (only necessary if the family has not been notified yet)

• Counseling Office

• Media Relations/Communications to mitigate rumors, handle the press and send out notification to the university community

• The BRIDGE/ Discuss ideas on how to best handle last respects for the student

• International Student Services Office to coordinate contacting - Embassy of the student’s nationality –notification of next of kin, to help with travel
arrangements for family, and other logistics of getting the family here.

(Only necessary if family wants to come to JWU to collect the student’s belongings)

- (See Appendix A, for list of Embassies)

- Translator (See Appendix B, for list of translating services)

  - (See Appendix C, for a list of JWU staff and Faculty who speak other languages – gathered in 2009)

- SAFS (to close out student records in BANNER)

3) **Action items for Essential Personnel (as applicable)**

**Care for JWU community**

- Media Relations sends out communications to university community and includes support services for staff and faculty

- International Student Services Office sends out email to current International Students to encourage counseling for emotional support services

- Counseling Services ensures there are after hours’ resources that can help students with grief counseling

- International Student Services Office will research cultural traditions for handling the death to determine how to help with funeral services, religious traditions, and ways of supporting the student community

- International Student Services Office and Student Leadership and Involvement works with current students, community members and faculty to plan a memorial. International students will help to ensure our efforts are culturally sensitive to that of the family
Care for Family/Next of Kin

- International Student Services Office will provide information to family to help to get student’s belongings back to home country

Logistics

- International Student Services Office will provide information to family to help to get student’s belongings back to home country
- Student Financial Services will contact the student’s health insurance to understand the repatriation of remains - SHIP
- University Administration will contact SAFS to let them close out student records and begin processing refund
- International Student Services Office will update SEVIS

Legal Considerations

- N/A
Appendix A

Embassy/Consulate Contacts for Student Emergency Situations
Top Countries in 2014/2015 Academic Year
Last Updated – February 2015

1) **Bahamas**
Consulate General of the Bahamas  
231 East 46th Street,  
New York, NY 10017  
Tel: 212-421-6420  
http://bahamasny.net/about

2) **Dominican Republic**
Dominican Consulate in New York  
1501 Broadway, Suite 410, New York, NY 10036  
Tel: 212-768-2480  
http://www.consulador-d-ny.net/#/.enlaces-servicios-en-euu

3) **Germany**
Consulate General of the Federal Republic of Germany  
Three Copley Place, Suite 500,  
Boston, MA 02116  
Tel: 617-369-4900 / 617-369-4934  
(Boston has “jurisdiction” for RI)  
http://www.germany.info/Vertretung/usa/en/03__Consulates/Boston/01/__Data.html

4) **India**
Consulate General of India  
3 East 64th Street,  
New York, NY 10065  
Tel: 212-774-0600 / 212-774-0613  
Call Center: 773-358-1742  
http://www.indiacgny.org/pages.php?id=638

5) **Malaysia**
Consulate General of Malaysia  
313 East 43rd Street,  
New York, NY 10017  
Tel: 212-490-2722 / 212-490-2723 / 212-490-1420  
Emergency: 646-732-5769  
http://www.kln.gov.my/web/usa_new-york/home

6) **Morocco**
Consulate General of the Kingdom of Morocco in the United States  
10 East 40th Street  
New York, NY 10016
Tel: 212-758-2625
Birth and death registration extension: Ext. 312
http://www.moroccanconsulate.com/contacts.cfm

7) Nepal
Embassy of Nepal
2131 Leroy Place Northwest
Washington, DC 20008
Tel: 202-667-4550 /202-667-4551
http://www.nepalembassyusa.org/contact.php

8) Panama
Consulate General of Panama
1212 Ave of the Americas, 20th Floor,
New York, NY 10036
Tel: 212-840-2450, ext. 228 / 212-840-2469
http://www.nyconsul.com/contact_us.htm

9) PR China
Consulate General of the People’s Republic of China in New York
520 12th Avenue,
New York, NY 10036
Tel: 212-244-9392 / 212-244-9456
Additional info:
Chief of the Section Public Affairs:
Mr. Zhu Haiquan (Press Counselor & Spokesperson)
Tel: 202-495-2220
http://newyork.china-consulate.org/eng/

10) Russia
Consulate General of the Russian Federation in New York
9 East 91 Street,
New York, NY 10128
Tel: 212-534-3782 / 212-348-0626
http://www.ruscon.org/common_info_ENG.html

11) Saudi Arabia
Saudi Arabian Consulates General
866 Second Ave, 5th FL
New York, NY 10017
Tel: 212-752-2740 ext. 1014/1016/1017/1018
Emergency: 646-262-9362
http://www.saudiembassy.net/contact/

12) South Korea
Korean Consulate General in Boston
300 Washington Street (One Gateway Center), Suite 251,
Newton, MA 02458
Tel: 617-641-2830
Emergency: 617-549-4617 or 617-264-0404
(Boston has “jurisdiction” for RI)

13) Taiwan
Taipei Economic and Cultural Office in Boston
99 Summer Street, Suite 801,
Boston, MA 02110
Tel: 617-737-2050
Emergency: 617-650-9252
Additional info:
Cynthia W.Y. Huang, Director

14) Thailand
Royal Thai Consulate General New York
351 East 52nd Street,
New York, NY 10022
Tel. 212-754-1770 (Consular Section) / 212-754-2536 / 212-754-1907
http://www.thaicgny.com/ภาษาอังกฤษ-english-version/contact-us/

15) Turkey
Turkish Consulate General in Boston
31 Saint James Avenue, Suite #840,
Boston, MA 02116
Tel: 857-250-4700
Call Center: 1-888-566-7656
(Boston has “jurisdiction” for RI)
http://boston.bk.mfa.gov.tr/ContactInfo.aspx

16) Venezuela
Consulate General of the Bolivarian Republic of Venezuela
7 East 51st Street,
New York, NY 10022
Tel: 212-826-1660
Administration: Ext. 669; Familiar remittances for residents abroad: Ext 676
Appendix B

TRANSLATION & EVALUATION SERVICES

Dorcas International Institute of Rhode Island
645 Elmwood Avenue
Providence, RI 02907
Tel: 401-461-5940
Website: http://www.diiri.org/ or http://www.iitranslates.com

Mike Chea, Director
Tel: 401-784-8666
Email: mchea@iiri.org

Education Evaluators International (Translation/Evaluation)
11 South Angell Street #348
Providence, R.I. 02906
Telephone: (401) 521-5340 (Operator hours from 2 PM — 5 PM )
Fax: (401) 437-6474
E-mail: eval@educei.com
Website: http://www.educei.com/
Contact person: Fay Adams 401-521-5340

Horton Interpreting Services, Inc.
225 Chapman St., Suite 303
Providence, RI 02905
Tel: 1-800-345-2135 or 401-331-4798
Fax: 401-331-2822
E-mail: translations@language-link.com
Website: www.language-link.com

New York:
Globe Language Services
305 Broadway #401
New York, NY 10007
Tel: 1-800-446-6228 or 212-227-1994
Fax: 212-693-1489
Languages Spoken at JWU Appendix C

<table>
<thead>
<tr>
<th>Arabic/French/Creole</th>
<th>Portugues/French</th>
<th>Bengali</th>
<th>Japanese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cambodian</td>
<td>Russian</td>
<td>Thai</td>
<td>Spanish/French</td>
</tr>
<tr>
<td>Chinese</td>
<td>Spanish</td>
<td>Patois</td>
<td>Creole</td>
</tr>
<tr>
<td>German</td>
<td>Farsi</td>
<td>Urdu</td>
<td></td>
</tr>
<tr>
<td>Hindi</td>
<td>Hindi Malayam</td>
<td>French</td>
<td></td>
</tr>
</tbody>
</table>

Appendix D

Travel Directions to Providence

From Boston to Providence:

Option1: Peter Pan Bus Lines leave from Logan Airport

Peter Pan Bus Line  
http://peterpanbus.com/  
Tel: 800-343-9999

Option2: Train—MBTA  
MBTA—Massachusetts Bay Transportation Authority  
http://www.mbta.com/  
Tel: 1-800-392-6100

Step 1: From Boston Logan International Airport Boston to South Station by Bus SL1  
Step 2: From South Station Boston to Providence by train MBTA

From New York to Providence:

Option1: Bus

Peter Pan Bus Line  
http://peterpanbus.com/  
Tel: 1.800.343.9999

Option 2: Train
Amtrak Train
www.amtrak.com
Tel: 1.800.872.7245

**Option 3: Flight**

There are numerous carriers that fly to Providence daily

**Appendix E**

**Community Members List**

**International House of RI**
http://internationalhouseofri.org/
8 Stimson Avenue,
Providence, RI 02906
Tel: 401-421-7181
Email: InternationalHouseofRI@gmail.com

**Rhode Island BRIDGes International**
http://www.riBRIDGEs.org/
Email: uriBRIDGEsinternational@gmail.com

Please find phone numbers and websites for these services
The Genesis Center:
(401) 781-6110
http://www.gencenter.org/

International House of Rhode Island:
(401) 421-7181
http://internationalhouseofri.org/

**Chinese Christian Church of Rhode Island** 333 Roosevelt Ave, Pawtucket, RI, United States

(401) 722-8877
http://www.cccri.org/
How to Find a Legal Counsel

Appendix F

(Please insert flyer on how to find a legal lawyer)

need legal counsel where to

Choosing the best 1 is not easy all the time, however it is a good decision. Make great choices about locating a great attorney following the recommendation presented here.

If you notice that this legal professional you selected is not really carrying out work which you have been wanting, will not be scared to flame them. This is basically the particular person that you are currently paying out your hard earned dollars for, so at any time you can lower ties. When you are going through a legal issue, you only want the very best working for you.

Attorney

Try to avoid a lawyer that lacks a specific section of rules they specialize in. There are actually lawyers around focusing on various career fields of review. Selecting one of those improves your odds of achievement ever since the person you employ knows exactly what these are doing once they step into the courtroom.

If you require a business lawyer, talk to businesspeople for tips. Company owners which need legal professionals regularly might be able to different the wheat from your chaff better compared to guy about the neighborhood. In case your situation entails business regulation, then make contact with a banker, profile, property agent, and so forth. They will likely have knowledge of these attorneys and be able to enable you to.

Should you need lawful support, don’t always utilize the legal professional you may have worked with in past times. You might need a specific kind of legal professional, somebody who is an expert in the kind of case you are involved in. Don’t stress, although. An expert isn’t always expensive, therefore you will be able to afford what you need.

Breakup

An effective hint to not forget when looking to employ a lawyer is to make sure you look for a lawyer containing the desired expertise that you’re seeking. If you’re going to courtroom soon to get a legal circumstance, it wouldn’t seem sensible to take on a separation and divorce lawyer, you’ll need to have a legal lawyer.
Appendix H: Budget

Johnson and Wales University International Student Orientation Budget Statement

<table>
<thead>
<tr>
<th>Description of Items</th>
<th>Units</th>
<th>Cost/Unit</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Orientation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteer T-Shirts</td>
<td>50</td>
<td>3.96</td>
<td>$200.00</td>
</tr>
<tr>
<td>Name Tags</td>
<td>100</td>
<td>N/A</td>
<td>$40.07</td>
</tr>
<tr>
<td>Arrival Services (Snacks)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Tea</td>
<td>200</td>
<td>0.04</td>
<td>6.66</td>
</tr>
<tr>
<td>Mixed Candy</td>
<td>2</td>
<td>240</td>
<td>20.00</td>
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<tr>
<td>Granola</td>
<td>5</td>
<td>20.75</td>
<td>103.75</td>
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<tr>
<td>Check-In</td>
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<td></td>
</tr>
<tr>
<td>Work Study (Fixed direct cost)</td>
<td>4</td>
<td>N/A</td>
<td>10</td>
</tr>
<tr>
<td>Blue Folders</td>
<td>200</td>
<td>1.5</td>
<td>300</td>
</tr>
<tr>
<td>Emergency Cards</td>
<td>500</td>
<td>N/A</td>
<td>5</td>
</tr>
<tr>
<td>Blue Pins</td>
<td>4</td>
<td>N/A</td>
<td>23.96</td>
</tr>
<tr>
<td>Orientation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Student Handbook</td>
<td>400</td>
<td>N/A</td>
<td>700</td>
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<tr>
<td>Subway Fresh Fit Platter</td>
<td>14</td>
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<td>574.56</td>
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<tr>
<td>Chips</td>
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<tr>
<td>Soda</td>
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<td>9.71</td>
<td>9.71</td>
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<tr>
<td>Cookies</td>
<td>12</td>
<td>7.16</td>
<td>86.12</td>
</tr>
<tr>
<td>Water</td>
<td>6</td>
<td>3.96</td>
<td>23.88</td>
</tr>
<tr>
<td>JWU Book Store gift cards</td>
<td>300</td>
<td>N/A</td>
<td>200</td>
</tr>
<tr>
<td>JWU ISSO Employees (Fixed direct cost)</td>
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<td>N/A</td>
<td>17</td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrentham Outlet Mall</td>
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<td>N/A</td>
<td>400</td>
</tr>
<tr>
<td>Walmart</td>
<td>1</td>
<td>N/A</td>
<td>300</td>
</tr>
<tr>
<td>Dave and Busters</td>
<td>1</td>
<td>N/A</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SUBTOTAL</td>
</tr>
</tbody>
</table>

Appendix H: Budget Notes

The International Student Orientation is paid for by the International Student Services Office *

⇒ **Fixed direct cost**: Employees, Work Study

⇒ **Transportation**: Covers bus trips to Wrentham, Dave and Busters, almart and the hotel shuttle
⇒ **Arrival materials:** Blue folders, emergency cards, blue pins, tea, mixed candy, granola

⇒ **International Orientation:** International Student handbook, JWU bookstore gift cards, Subway platter, chips, soda, cookies, water, volunteer t-shirts, name tags

Appendix H: Global Citizen Program

Stay connected
Become a peer mentor
Increase your cross-cultural communication
Develop leadership skills
Build your resume with volunteer experience

If interested please contact:
Sarah Habtemariam- [shabtemariam@jwu.edu](mailto:shabtemariam@jwu.edu)
Intern Ext: 1729
Appendix J: Appendix: Culture Shock Evaluation

1. What did you like about this workshop?
2. How well was the workshop advertised?
3. Did the presentation address relevant information useful to you at JWU?
4. How did you feel arrival services and orientation supported your learning style?
5. What information would you have liked to heard about sooner?
6. Was the workshop “use of time” managed well?
7. How would you improve this workshop for future international students?
8. Was this workshop helpful?
9. What activities would you have liked to seen that support integration into American culture?
10. What hindered this culture shock workshop (Example; did not help, made me confused or not understand)?
11. Would you be willing to share your experience to new international students for the fall late arrival orientation?